

the condition of education 2006



INDICATOR 2

Enrollment in Early Childhood Education Programs

The indicator and corresponding tables are taken directly from *The Condition of Education 2006*. Therefore, the page numbers may not be sequential.

Additional information about the survey data and supplementary notes can be found in the full report. For a copy of *The Condition of Education 2006*, visit the NCES website (<http://nces.ed.gov/pubsearch/pubsinfo.sap?pubid=2006071>) or contact ED PUBs at 1-877-4ED-PUBS.

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Preprimary Education

Enrollment in Early Childhood Education Programs

The percentage of children ages 3–5 who attended center-based early childhood care and education programs rose from 53 percent in 1991 to 60 percent in 1999 and then decreased to 57 percent in 2005.

Center-based early childhood care and education programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. The percentage of prekindergarten children ages 3–5 who attended center-based programs increased from 53 percent in 1991 to 60 percent in 1999, before decreasing to 57 percent in 2005 (see supplemental table 2-1).

Some groups of young children had higher rates of participation in center-based programs than others during this period. For example, in each of the years observed, a greater percentage of nonpoor children ages 3–5 participated in center-based programs than poor children. The difference in rates of participation between children from poor and nonpoor families was 13 percentage points in 2005 (47 vs. 60 percent).

In addition, for all years observed, a greater percentage of Black and White children than Hispanic children participated in center-based programs. In 2005, 66 percent of Black children and 59 percent of White children participated

in such programs, compared with 43 percent of Hispanic children. White and Hispanic nonpoor children were more likely than their poor peers to participate in center-based programs in 2005, while no measurable difference was found between poor and nonpoor Black children.

Differences were also found by the child's age, mother's education, and mother's employment. In 2005, enrollment rates in center-based programs were higher for older children (ages 4 and 5) than for children age 3. About 70 percent of children ages 4 and 5 attended such programs, compared with 43 percent of children age 3. For all years observed, a greater percentage of children whose mothers had a bachelor's or higher degree participated in center-based programs than children whose mothers had less than a high school diploma. Furthermore, for all years observed, a greater percentage of children with mothers who worked (either full time or part time) were enrolled in center-based programs than children with mothers who were not in the labor force.

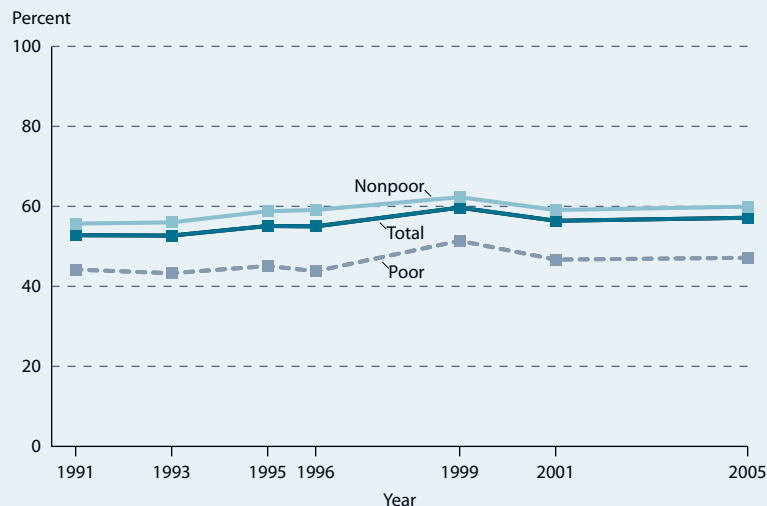
NOTE: Estimates are based on children who have not yet entered kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See supplemental note 7 for more information on poverty.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).



FOR MORE INFORMATION:
Supplemental Notes 1, 3
Supplemental Table 2-1
NCES 2006-039

PREPRIMARY ENROLLMENT: Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005



Enrollment in Early Childhood Education Programs

Table 2-1. Percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

| Child or family characteristic | 1991 | 1993 | 1995 | 1996 | 1999 | 2001 | 2005 |
|--|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Total | 53 | 53 | 55 | 55 | 60 | 56 | 57 |
| Age | | | | | | | |
| 3 | 42 | 40 | 41 | 42 | 46 | 43 | 43 |
| 4 | 60 | 62 | 65 | 63 | 70 | 66 | 69 |
| 5 | 64 | 66 | 75 | 73 | 77 | 73 | 69 |
| Sex | | | | | | | |
| Male | 52 | 53 | 55 | 55 | 61 | 54 | 60 |
| Female | 53 | 53 | 55 | 55 | 59 | 59 | 55 |
| Race/ethnicity¹ | | | | | | | |
| White | 54 | 54 | 57 | 57 | 60 | 59 | 59 |
| Black | 58 | 57 | 60 | 65 | 73 | 64 | 66 |
| Hispanic | 39 | 43 | 37 | 39 | 44 | 40 | 43 |
| Poverty status² | | | | | | | |
| Poor | 44 | 43 | 45 | 44 | 51 | 47 | 47 |
| Nonpoor | 56 | 56 | 59 | 59 | 62 | 59 | 60 |
| Poverty status and race/ethnicity | | | | | | | |
| Poor | | | | | | | |
| White | 41 | 40 | 43 | 39 | 43 | 46 | 45 |
| Black | 55 | 53 | 55 | 61 | 72 | 60 | 65 |
| Hispanic | 34 | 37 | 30 | 33 | 41 | 36 | 36 |
| Nonpoor | | | | | | | |
| White | 56 | 56 | 60 | 60 | 63 | 61 | 61 |
| Black | 62 | 63 | 66 | 69 | 74 | 66 | 68 |
| Hispanic | 42 | 48 | 44 | 45 | 47 | 42 | 48 |
| Family type | | | | | | | |
| Two-parent household | 54 | 52 | 55 | 54 | 59 | 57 | 57 |
| One-parent or guardian-only household | 50 | 54 | 56 | 58 | 62 | 56 | 58 |
| Mother's education | | | | | | | |
| Less than high school | 32 | 33 | 35 | 37 | 40 | 38 | 35 |
| High school diploma or equivalent | 46 | 43 | 48 | 49 | 52 | 47 | 49 |
| Some college, including vocational/technical | 60 | 60 | 57 | 58 | 63 | 62 | 56 |
| Bachelor's degree or higher | 72 | 73 | 75 | 73 | 74 | 70 | 73 |
| Mother's employment | | | | | | | |
| 35 hours or more per week | 59 | 61 | 60 | 63 | 65 | 63 | 64 |
| Less than 35 hours per week | 58 | 57 | 62 | 64 | 64 | 61 | 61 |
| Looking for work | 43 | 48 | 52 | 47 | 55 | 47 | 42 |
| Not in labor force | 45 | 44 | 47 | 43 | 52 | 47 | 50 |

¹ Black includes African American and Hispanic includes Latino. Race categories exclude Hispanic origin unless specified. Included in the total, but not shown separately, are children from other racial/ethnic groups.

² "Poor" is defined to include those families below the poverty threshold; "nonpoor" is defined to include those families whose incomes are at or above the poverty threshold. See *supplemental note 1* for more information on poverty. NOTE: Estimates are based on children who have yet to enter kindergarten. Center-based programs include day care centers, Head Start programs, preschool, nursery school, prekindergarten, and other early childhood programs. Children without mothers in the home are not included in estimates for mother's education or mother's employment status.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Enrollment in Early Childhood Education Programs

Table S2. Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by poverty status: Various years, 1991–2005

| Poverty status | 1991 | 1993 | 1995 | 1996 | 1999 | 2001 | 2005 |
|----------------|------|------|------|------|------|------|------|
| Total | 0.9 | 0.8 | 1.0 | 0.7 | 0.6 | 0.6 | 0.8 |
| Poor | 1.8 | 1.8 | 2.2 | 2.3 | 2.2 | 2.3 | 2.7 |
| Nonpoor | 1.0 | 1.0 | 1.0 | 1.0 | 0.8 | 0.7 | 1.1 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).

Enrollment in Early Childhood Education Programs

Table S2-1. Standard errors for the percentage of prekindergarten children ages 3–5 who were enrolled in center-based early childhood care and education programs, by child and family characteristics: Various years, 1991–2005

| Child or family characteristic | 1991 | 1993 | 1995 | 1996 | 1999 | 2001 | 2005 |
|--|------------|------------|------------|------------|------------|------------|------------|
| Total | 0.9 | 0.8 | 1.0 | 0.7 | 0.6 | 0.6 | 0.8 |
| Age | | | | | | | |
| 3 | 1.4 | 1.2 | 1.6 | 1.4 | 1.3 | 1.2 | 1.7 |
| 4 | 1.0 | 1.2 | 1.4 | 1.4 | 1.2 | 1.3 | 1.4 |
| 5 | 2.1 | 2.5 | 2.4 | 2.9 | 2.4 | 2.7 | 3.5 |
| Sex | | | | | | | |
| Male | 1.1 | 1.1 | 1.5 | 1.3 | 1.1 | 1.3 | 1.5 |
| Female | 1.3 | 1.3 | 1.5 | 1.3 | 1.2 | 1.1 | 1.6 |
| Race/ethnicity | | | | | | | |
| White | 1.0 | 1.0 | 1.4 | 1.2 | 0.8 | 0.9 | 1.3 |
| Black | 2.5 | 2.1 | 3.3 | 2.7 | 2.4 | 2.9 | 3.4 |
| Hispanic | 2.2 | 2.1 | 2.2 | 2.6 | 2.2 | 1.9 | 2.1 |
| Poverty status | | | | | | | |
| Poor | 1.8 | 1.8 | 2.2 | 2.3 | 2.2 | 2.3 | 2.7 |
| Nonpoor | 1.0 | 1.0 | 1.0 | 1.0 | 0.8 | 0.7 | 1.1 |
| Poverty status and race/ethnicity | | | | | | | |
| Poor | | | | | | | |
| White | 2.2 | 2.8 | 3.8 | 4.0 | 3.9 | 4.1 | 5.8 |
| Black | 3.6 | 3.2 | 4.4 | 3.9 | 4.1 | 5.4 | 5.9 |
| Hispanic | 3.4 | 3.7 | 3.4 | 4.3 | 3.6 | 3.8 | 3.7 |
| Nonpoor | | | | | | | |
| White | 1.1 | 1.1 | 1.4 | 1.3 | 0.9 | 1.0 | 1.4 |
| Black | 3.0 | 2.9 | 3.7 | 3.7 | 2.7 | 3.3 | 4.8 |
| Hispanic | 2.7 | 2.6 | 2.9 | 3.5 | 2.5 | 2.1 | 2.8 |
| Family type | | | | | | | |
| Two-parent household | 0.9 | 1.0 | 1.1 | 1.0 | 0.9 | 0.8 | 1.0 |
| One-parent or guardian-only household | 2.1 | 1.7 | 2.1 | 2.0 | 1.7 | 2.3 | 2.8 |
| Mother's education | | | | | | | |
| Less than high school | 2.1 | 2.7 | 2.9 | 2.9 | 3.0 | 3.4 | 2.9 |
| High school diploma or equivalent | 1.4 | 1.4 | 1.7 | 1.6 | 1.4 | 1.5 | 2.1 |
| Some college, including vocational/technical | 1.4 | 1.6 | 1.8 | 1.7 | 1.6 | 1.8 | 2.1 |
| Bachelor's degree or higher | 1.6 | 1.4 | 2.2 | 1.8 | 1.4 | 1.9 | 1.7 |
| Mother's employment | | | | | | | |
| 35 hours or more per week | 1.3 | 1.3 | 1.6 | 1.7 | 1.5 | 1.5 | 1.8 |
| Less than 35 hours per week | 1.6 | 1.9 | 2.1 | 2.6 | 1.9 | 1.9 | 2.3 |
| Looking for work | 3.4 | 3.5 | 3.9 | 4.6 | 4.3 | 5.4 | 5.5 |
| Not in labor force | 1.2 | 1.4 | 1.6 | 1.6 | 1.3 | 1.6 | 1.7 |

SOURCE: U.S. Department of Education, National Center for Education Statistics, Early Childhood Education Survey of the 1991 National Household Education Surveys Program (NHES), School Readiness Survey of the 1993 NHES, Early Childhood Program Participation Survey of the 1995 NHES, Parent and Family Involvement in Education/Civic Involvement Survey of the 1996 NHES, Parent Survey of the 1999 NHES, Early Childhood Program Participation Survey of the 2001 NHES, and Early Childhood Program Participation Survey of the 2005 NHES, previously unpublished tabulation (October 2005).